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ABSTRACT

This paper describes the JumpStart project, a two-year grant program initiated by the Ewing Marion Kauffman Foundation and the Center for the Study of Community Colleges (CSCC) to help community colleges develop entrepreneurship education efforts. Following a brief introduction, findings are presented from an initial review of existing community college entrepreneurship programs. These programs indicate that they tend to function as adjuncts to regular business curricula, lack funding, and operate on an ad hoc basis. The initiation of the JumpStart project is then described, reporting eight community colleges from a total of 44 proposals were selected to receive grants and that funded programs focused on providing entrepreneurship training to African Americans, Hispanics, Native Americans, and women. Project descriptions and outcomes are then provided for the selected colleges: Texas' Collin County Community College, Pennsylvania's Community College of Philadelphia, California's Contra Costa College, New York's Jamestown Community College, California's Los Rios Community College, Mississippi's Meridian Community College, Colorado's Pueblo Community College, and Minnesota's Rochester Community College. The final section provides an evaluation of the project based on surveys of the colleges and their communities. This segment reports that programs requiring students to register for a set of sequential classes created better networks and had better developed classes than those offering isolated modules. Appendices provide project letters and forms, a list of responding colleges, and an agenda from a project meeting held in April 1995. (BCY)

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JUMPSTART I SUMMARY REPORT

Submitted to

Marilyn Kourilsky

Ewing Marion Kauffman Foundation

by

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Center for the Study of Community Colleges

February 27, 1998

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THE JUMPSTART I PROGRAM -- REVIEW AND ASSESSMENT

It all began because something was missing. The Ewing Marion Kauffman Foundation has accrued an outstanding record in assisting students enrolled in kindergarten to twelfth grade, with various programs successfully geared to this level of education. However, for students enrolled in those lower division postsecondary education courses covered by the community college, the Foundation had not involved itself.

This report reviews a nationwide study of entrepreneurship education in American community colleges. It also discusses the Kauffman Foundation's Center for Entrepreneurial Leadership's JumpStart Initiatives, describes the initial coterie of eight programs in various locations, and evaluates these efforts to prepare participants to engage in their own entrepreneurship projects. Suggestions for further efforts to stimulate and prepare individuals through community college programs are also included.

Community colleges -- 1200 plus of them in almost all the 50 states -- are public institutions. They annually enroll more than five million students who are seeking preparation in order to transfer to baccalaureate-granting institutions, to upgrade occupational skills, to prepare for new occupations, students who desire personal upgrading and/or who desire to develop skills essential for functioning in the world.

In some community colleges, enrollees in occupational programs have indicated an interest in business, either working in established businesses or developing their own small-scale enterprises. While a lesser function of the colleges, these programs are none the less important to both the institutions and the students.

Whatever the involving function, community colleges comprise an important aspect of postsecondary education. Often described as "democracy's colleges," they offer open door

policies, low cost tuition, and geographical access. For students who cannot afford to attend the generally higher cost baccalaureate-granting institutions, who are not sufficiently prepared for college work, who desire courses for personal interest, who prefer to remain in their area, who intend to continue working in their job, or who want to experience their first two years of higher education in a local college, community colleges are the answer.

Status of Entrepreneurship Education in the Community College

Marilyn L. Kourilsky, vice-president of the Center for Entrepreneurial Leadership Inc. (CEL) at The Ewing Marion Kauffman Foundation, saw the community college as an important area in which to augment the Foundation's elementary and secondary school components. Accordingly, in 1993, CEL asked the Center for the Study of Community Colleges (CSCC) to assess the status of entrepreneurship education programs at community colleges throughout the country. In reviewing programs about which material had been written and, accordingly, was accessible (publications in journals, books, the data files of the ERIC Clearinghouse for Community Colleges), CSCC concluded that while many colleges offer widely varying programs under the umbrella of entrepreneurship training, these programs usually act as adjuncts to regular business curriculum, command inadequate funds, and operate on an ad hoc basis. Furthermore, few follow-up studies of entrepreneurship-related programs are conducted to assess the programs' impact in enabling their students to open and conduct business ventures. A summary of the report, Entrepreneurship Training in American Community Colleges, follows.

Program Structure and Funding

Entrepreneurship education is defined as programs to prepare people to embark on new business ventures or to assist them in better understanding businesses in which they are already engaged. A few colleges offered entrepreneurship training programs leading to associate degrees or certificates. These were funded as regular college credit programs with state aid, college funds, and tuition forming the budget. Most functioning programs in entrepreneurship training, however, were offered as non-credit, continuing education exercises, fully funded by extramural sources. Student fees were never high enough to cover more than a small percentage of the program costs.

Most of the programs involved collaboration with other agencies, public and private. Some state agencies assisted in funding, as did some local community agencies and some corporations. Whether or not the collaborations included funding, the partners did assist with publicity, recommend consultants to teach in the programs, make curriculum recommendations, and help with student recruitment.

Some of the colleges had formally constructed centers for entrepreneurship training. These invariably involved collaborative efforts with other community agencies and corporations, both for funding and for the training exercises themselves.

Program expansion was not considered a crucial need. Most program officials felt that they were doing all they could do under the circumstances and did not reach out when asked if expansion were desirable. The funds needed to expand such programs were quite modest. Numbers ranging from a few thousand dollars to $15,000 per year were mentioned as necessary to present more courses, advertise the course availability, conduct follow-up studies, and employ enough part-time staff to sustain an interest in the area.

Clients and Involvement

A few of the programs were organized to serve particular groups, such as minorities or women. Some emphasized referrals or provided consultants to people who had already started a business and needed help in continuing.

Many issues of territory and control acted to limit the nature of community college involvement in entrepreneurship training. In some areas the four-year institutions collaborated with community agencies in developing business incubators or small business centers. In others the competition came from community agencies set up and funded apart from the community colleges. In several large cities where the community colleges had minimal or no involvement,

entrepreneurship training might have been provided by four-year colleges and other community agencies. The contact persons in several of these colleges indicated that entrepreneurship training was needed in their area and that they were either in the process of developing programs or would like to do so.

Curriculum

The nature of the programs was sometimes dictated by the level of sophistication of the prospective students. Short courses were offered for people knowing practically nothing about operating their own business, small business incubators were provided for those who started businesses but needed continual monitoring and assistance. Courses in leasing, marketing, and elements of management, along with loan procurement and capital generation, were provided for those who already had considerable experience in small business operation.

A few of the colleges had programs that led to a certificate or degree. Many more offered courses sporadically, classes that rose and fell with the interest of a continuing education director or college group loosely organized into a center of interest. Similarly, the local community private industry councils, small business associations, and various public and private agencies were more or less supportive of and willing to initiate presentations in the entrepreneurial education.

Staffing

In CSCC's initial review, most instructors of entrepreneurship training seemed to be experienced business people who were brought in on an ad hoc basis. Many entrepreneurship programs solicited business people, tax experts, bankers, and the like who served as unpaid consultants offering advice to entrepreneurs on a one-to-one basis or teaching classes for a few hours at a time. Very few of these people had any formal preparation in pedagogy.

Evaluation

Exceedingly few follow-up studies or assessments of impact were being conducted by the program directors of the college research offices. The program managers operated on apparent interest, as indicated by the number of people who showed up for the workshops. Enrollment levels were often linked to the amount of publicity that was generated about the program.

Initiating JumpStart

In response to these findings, CEL established the JumpStart program for the purposes of encouraging community colleges to enhance their current programs and to develop new innovative training in this area. The first program (now designated as JumpStart I) had two primary goals: to focus on providing entrepreneurship education to people for whom it had been minimally available (African Americans, Native Americans, Hispanics, and women) and to build a library of exportable curricular materials for use by community colleges. A grant was given to CSCC in September 1994 to assist CEL in identifying and subsequently monitoring the progress of community colleges selected to engage in specified entrepreneurship efforts under the JumpStart initiative.

In October, 1994, 1050 letters were sent from CSCC to all presidents of community and junior colleges across the country, inviting them to write for a Request for Proposal (appendix A). By November, a total of 408 requested, and were sent, the RFP (appendix B). Of the latter group, approximately 50 were affiliated with Small Business Development or Assistance Centers.

By the January 12th deadline, CSCC received 44 proposals from colleges in 24 states (appendix C). Interest in addressing the needs of the four groups was split as follows: Women: 22, African-Americans: 13, Hispanics: 6, Native Americans: 3.

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All proposals were screened by CSCC using a standard form (appendix D). Particular emphasis was paid to the college's prior experience in entrepreneurial education; the inclusion of specific entrepreneurial content (e.g. identifying and evaluating business opportunities, fostering creativity, behavioral skills) in addition to small business management topics in the curriculum; a variety of curricular media (written materials, CD ROM, videos); the background training and experience of the people responsible for developing and administering the programs, the relationships the college had established with other community organizations; and the likelihood that the program would continue beyond the two-year period of the grant.

By the end of January, 1995, a preliminary review had been completed by CSCC, and eight proposals, two in each category, had been identified as worthy of funding (there were actually four good proposals among those supporting women's entrepreneurial education). The eight proposals and evaluation sheets were sent to Dr. Kourilsky at CEL for her review and her presentation to the board for approval. Eight proposals were considered finalists, two each from colleges planning on serving women, Native Americans, African-Americans, and Hispanics.

Telephone calls were made to each of the eight schools tentatively selected, asking them to submit additional materials to address specific concerns -- budget revisions, text clarification, program details and/or supporting materials. Three additional colleges that had submitted outstanding proposals were also contacted and asked for supplementary materials -- Cuyahoga Community College and Contra Costa College (African-Americans) and Los Rios Community College District (women). These 11 revised proposals were brought by Arthur M. Cohen and Florence B. Brawer to a meeting with Dr. Kourilsky at the Kauffman Foundation in Kansas City in early March.

As a result of this meeting, seven of the 11 proposals were approved for forwarding to Foundation President Michie Slaughter for final consideration. In addition, a copy of the proposal from Rochester Community College (women) was faxed to Kansas City for consideration, and was included among the recommeded programs. Additional calls were made to five of the eight schools in response to the Foundation's request for revisions (Contra Costa, Collin County, Rochester, Meridian, and Pueblo). All requested program and budget changes from the eight schools under consideration were faxed to the foundation. The schools in contention were:

College	Target Population	Budget
Collin County (TX)	Women	$89,924
CC of Philadelphia (PA)	Hispanics	$84,660
Contra Costa (CA)	African Americans	$90,000
Jamestown (NY)	Native Americans	$78,160
Los Rios (CA)	Women	$90,000
Meridian (MS)	African Americans	$90,000
Pueblo (CO)	Hispanics	$90,000
Rochester (MN)	Women	$90,000

On March 10, 1995, the Foundation notified CSCC that all eight candidates had been approved. A letter was sent to the 36 schools that were not selected advising them of the decision (appendix E), and the recipients who would be responsible for the program were phoned by Dr Cohen of CSCC. The presidents of each of the selected colleges were also informed of the decision.

JumpStart Partners Meeting

The first meeting of the Jump Start partnership award recipients was held in Kansas City in late April, 1995. All grant recipients as well as representatives of CEL and CSCC participated in the meeting. (The agenda is attached as appendix F). Marilyn Kourilsky opened the meeting with definitions of the terms surrounding entrepreneurship, and provided data about the high interest among the general populace in becoming entrepreneurs. She distinguished between entrepreneurship (the individual who conceives new ideas and starts the business), entrepreneurial behavior (the team work that adds critical value to the initiator), and entrepreneurism (a belief system; also, supportive policies). She warned that most education raises peoples' aspirations and skill levels towards middle management, just as managers are being laid off. Entrepreneurs must see every problem as an opportunity, know his or her own strengths, and find others to balance them.

The Eight JumpStart Programs

Each of the eight participants described their proposed program and provided some background on their respective community.

Collin County Community College (Texas)

Jack Gray, representing Collin County Community College in Texas, described his institution as being located in an affluent, high tech industry area, and as one of the fastest growing community colleges in the country. Almost one-eighth of the females in the community over the age of 25 are single heads of households, and the training program was targeted towards this population. The institute was intended to be experiential, and consisted of four required and six elective modules (of which the students would pick two). Modules would be available by videotape and cable TV as well as through the live class presentations. There also would be

quarterly networking/mentorship forums. Approximately 20 students were expected to enroll per semester.

Community College of Philadelphia (Pennsylvania)

Walter Yakabosky emphasized that Philadelphia had been affected by a large number of job closings and layoffs over the last few months, and that the Hispanic community, in particular, had been hard hit. Like Pueblo, there is a strong work ethic among the population and a thriving underground economy. The training program, in order to be effective, had to be brought into the community. He conceived of a four step process: (1) an information fair, including franchise and home-based business opportunities, (2) a series of overview workshop sessions to raise awareness of the program, (3) an assessment phase, and (4) the training program, including business plan development, business management, and basic math and communication skills. Approximately 25 people were to run through the program every six months. The city was trying to revitalize the neighborhood through the development of a "marketplace" -- which might be an attractive locale for the graduates to open businesses.

Contra Costa College (California)

Barbara Williams noted that the surrounding area was poor and 50% black. Her background is as a CPA, and the program would be run out of the business department, with part-time instructors running the workshops. An assessment process would be developed to determine the order and level of the courses to be offered. Classes would also be available through cable TV and video. It was expected that panels of successful entrepreneurs would address the students, and a reception would be held in the Spring of 1996 for students and "resources." The pool of students would include those currently enrolled in such courses as culinary arts and automotive repair, who might be interested in translating those skills into business ownership.

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Jamestown Community College (New York)

Working with the Seneca Nation of Indians, Irene Dobies secured a contract with the New York State Department of Transportation that provided business loan funds for use by their graduates. All Seneca Indians were to be invited to a general session, and from that group, six to eight people would be selected for an intensive week-long training session. The initial training would be followed by an 18-month follow-up program during which members would put together a business plan and submit it for loan approval to the "circle," composed of all course members. Group responsibility and community were to be emphasized. After 18 months, members would be expected to ask for a larger loan on their own -- thus allowing the members to move from a smaller to a larger loan.

Los Rios Community College District (California)

Cynthia Steimle described Los Rios' JumpStart program as having a dual focus -- appealing to both start-ups and to fledging business owners (those with 12-18 months ownership experience). Forming partnerships with a number of related organizations, such as SCORE (Service Corps of Retired Executives), the program planned to involve these groups in the appropriate business modules. One goal is to teach women to network in an entrepreneurial sense. Curriculum development was to be done inhouse, and an assessment tool for screening potential participants would be developed.

Meridian Community College (Mississippi)

Bill Crawford described the Meridian community as becoming "blacker and polarized economically," with a fervent need to create wealth among its people. As a result of the Workforce Education Act, the College joined together with Peeve Electronics to provide training for the company's workers. The new program, housed in the WEBB Center (Workforce

Education Business Building), was to build upon this program. Each graduate would receive a computer and customized software for his or her use. The sessions would run for 15 weeks, two nights weekly (one spent in the classroom and one in the computer lab), with an anticipated 25-30 students per class. The program's goal was to help students and to gauge the success of graduates in opening businesses.

Pueblo Community College (Colorado)

Rita Friberg's JumpStart program works with the Hispanic community where there is an extremely strong work ethic and a large underground economy. There is a high level of distrust of the banking industry and federal programs within the community. At the college, the focus is on student learning rather than degree attainment.

The training program was planned to consist of 10 free-standing modules to be taken by the students according to their needs. Mentors would be assigned to each student, and monthly dinner get-togethers were to be scheduled with local business people. It was anticipated that the students would be interested in opening retail and tourist-related enterprises. Friberg described the Hispanic Chamber of Commerce as active and willing to provide computers and translations of curricular materials.

Rochester Community College (Minnesota)

Ellen Nelson reported that one of their program objectives was to raise awareness of the contributions made by women entrepreneurs. Centering on five primary modules, the planned course was expected to emphasize networking, which builds on social relationships. The administrators would monitor access to loans to facilitate the process of business start-up for their students.

Program Implementation

Over the two-year grant period, the JumpStart I partners implemented their programs in various ways. After one year, the eight JumpStart I partners had spent $207,842 of the $374,026 first year allocation to develop curricular materials, and to market and execute workshops. Seven of the eight partners had held workshops, with Rochester Community College's first workshop scheduled for August, 1996. More than 650 students attended one or more of the 32 workshops. Thirty-six additional workshops were planned for the next nine months.

The programs at Meridian, Los Rios, and Rochester were established as cohort programs: all participants submitting an application to be accepted into a series of workshops, and then moving through the sessions together in a predetermined order. The courses, which met once or twice weekly, were scheduled to last 16, 11, and 12 weeks, respectively. The curricular materials submitted by these colleges consisted of comprehensive student manuals containing session objectives, class handouts, readings to be completed at home, and exercises to be performed in class. Several of the programs supplement their manuals with outside texts. Collin County's program followed a similar cohort format, and the materials were scheduled to be submitted by July.

Three of the remaining colleges -- Pueblo, Contra Costa, and Philadelphia -- created workshops to be taken on a "stand-alone" basis, depending on the interests and needs of the participants. Curricular materials submitted by these colleges consisted of student handouts and exercises to be completed in class.

Jamestown Community College combined the two formats. A week-long session was conducted in September, 1995, followed by nine workshops offered to both the participants of the week-long session and others in the community. A comprehensive student manual was created

for the "Business Ownership Training" session, and additional packages of student handouts and exercises were designed for the supplemental courses.

Final Summaries of JumpStart I Programs

Collin County Community College

CCCC also focused its attention on potential women entrepreneurs. A group of dynamic presenters were gathered together to develop and facilitate the 10-session course, which was conducted four times during the two-year grant period and graduated nearly 100 entrepreneurs. A board of advisors, consisting of 11 female and two male business owners, was established to assist with the design of the program. In response to feedback from the participants, the modules offered continued to evolve slightly each time the program was offered. In addition to the central course, known as Project NEW ("Network to Empower Entrepreneurial Women"), CCCC also offers its alumnae a support/networking group and hosts quarterly business forums.

The original plan called for the establishment of four core modules -- Success Under the Microscope: A Close Look at Entrepreneurship and Starting a Business, Bringing Home the Capital: Developing a Business Plan and Loan Proposal, Power PR: Promoting Your Business without Going Broke, and The Check is in the Mail: Cash Flow, Accounting, and Business Taxes. Six elective seminars that students could choose as appropriate were also offered. During the curriculum development period, the program evolved into a cohort program in which the 23 - 25 women in each session would complete all the seminars together. As mentioned, the structure of the courses changed slightly from one Institute to the next, and the schedule for the Spring, 1997 Institute was as follows: Success Under a Microscope, How to Promote Your Business without Going Broke, The Business Plan: Your Road Map to Success, Selling Smart: How to Succeed in Spite of Yourself, Financing a New Venture, Gender, Communication, and

Entrepreneurship, Small Business Record Keeping and Cash Flow Management, War Games Trench Warfare Training/Entrepreneurship Lab, Effective Brochures, Global Marketing, Impression Management; and Planning NOT to Fail. Of special interest are the sessions on communication and War Games. As appropriate for their target population, the session on "Gender, Communication, and Entrepreneurship" takes into account some of the differences in communication styles between men and women that have been documented and publicized in recent years, and shows the Project NEW students how to best utilize these differences to their business advantage. In the second institute, held in the fall of 1996, the coordinator introduced a hands-on module entitled "War Games. Trench Warfare Training/Entrepreneurship Lab." This session is structured as a competitive exercise in which the women team up to create a company and learn to navigate common business obstacles. Reaction to the session was extremely positive. The coordinator developed students manuals for each of the sessions and videotaped some of them to provide the opportunity for women who are not able to attend the training program to still benefit from JumpStart.

Alumnae of the first institute in Fall, 1996 decided to create a networking group for ongoing support and information exchange. This group meets regularly, and graduates of the later institutes have subsequently joined. In addition, the SBDC and the college host quarterly forums designed to address emerging business trends and other areas related to healthy business development.

Community College of Philadelphia

As originally submitted, the CCP JumpStart program was to serve as the educational vehicle for Hispanic men and women who wanted to open businesses as part of a proposed Empowerment Zone-financed "Mercado" -- a marketplace featuring goods, services, and foods

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focusing on the Hispanic culture. Unfortunately, the opening of the Mercado was delayed and for half of the two-year grant period, little progress was made in developing the educational program. The initial training efforts, which were centered around preparing students to open business in the Mercado ran into several problems. First, the student manuals written for the 11-module program were found to be inappropriate for the population, many of whom did not speak English well enough to understand the texts. Second, it was discovered that a thriving "underground economy" existed, and that was viewed by the Hispanic community as a preferable alternative to a formal program. Thus, despite the interest of 60 people, who attended one of two entrepreneurial sessions at the end of 1995 and completed Myers-Briggs tests, only four people enrolled in the formal training program.

In mid-1996, CCP expanded its focus beyond the Mercado project to individuals in the Hispanic community who wanted to open a business anywhere in Philadelphia. The new program had three phases: (1) community outreach, (2) overview/special topics/assessment, and (3) entrepreneurial training.

Outreach included the formation of partnerships with six community organizations, including PNC Bank, the Norris Square Economic Development Corporation, and the Hispanic Chamber of Commerce. In addition, 2500 brochures entitled "Control Your Own Future by Owning Your Own Business" were distributed to Hispanic households throughout the city.

Five "Overview of Entrepreneurship" sessions were held in the community, at no charge, attracting 247 people. Of those in attendance, 66 individuals registered for, and later attended at least 50% of, the structured training classes. The college also cosponsored a networking event for JumpStart participants and a tour of the library at the Small Business Support Center.

The formal training program, also offered at no charge to participants, was held during the summer of 1997. Forty hours of entrepreneurship education were offered, focusing on the following areas: Orientation (2 hours), Accounting/Record Keeping (6 hours), Operation Planning (2 hours), Management (8 hours), Taxation (2 hours), Business Communication (4 hours), Financing (2 hours), Legal Issues (2 hours), Computers (2 hours), Marketing and Promotion (10 hours). More than 60 people attended at least half of these sessions.

Because of the fluid nature of the Philadelphia program, it is difficult to determine the impact that attending one or more of these sessions had on the individuals who opened businesses during the May, 1995 - May, 1997 grant period. Nonetheless, 17 people who did attend at least one of the JumpStart classes opened either a full-time (8) or part-time (9) business during that time period.

Contra Costa College

Contra Costa, which developed a multi-faceted approach to entrepreneurship education for African Americans, used existing courses and offerings available at the college as the basis for its JumpStart program. Like Meridian Community College's program, Contra Costa's JumpStart program used introductory workshops on entrepreneurship to generate interest in the comprehensive training program. The first such workshop, held in August of 1995, attracted more than 100 people, 61 of whom filled out an application for future workshops. The coordinator worked with the vocational education departments to encourage students in culinary arts, early childhood education, nursing, and automotive training programs to think about applying their skills in an entrepreneurial context. An assessment procedure was instituted to screen applicants and seven consultants were retained for individual counseling sessions with the participants. While the college developed an intensive 128-hour Concentrated Business Training

Program for existing small business owners, which debuted in March, 1997, most of the clients served by Contra Costa's JumpStart program have taken advantage of one or more of a variety of stand-alone workshops, discussion groups, networking opportunities, and individual consultations. Over the past two years, more than 530 people have utilized the services of the JumpStart program. In addition, the coordinator developed a video series and several guides specifically targeted at the target African-American audience.

The heart of the program is the series of workshops, 26 of which were held over the two years of the grant. Topics included Starting a Business, Anatomy of a Business Plan, Accounting and Taxes, Retaining Your Target Market, Marketing Your Business, Management, and Legal Issues for a Small Business. Enrollment in these workshops ranged from four to 54 people, and the sessions lasted from three to 12 hours. A series of handouts were developed for each course.

Contra Costa collaborated with the Private Industry Council and the City of Richmond Redevelopment Agency to develop the Concentrated Business Training Program. The program provides 128 hours of intensive training, over a five-month period, to existing small business owners. The initial run began on March 10, 1997 with an enrollment of 20.

The JumpStart program also sponsored a series of receptions that introduced entrepreneurs to the banking community, and two support groups that provided information and networking opportunities for entrepreneurs. About 75 people participated in individual consultations with business experts.

Especially for the target community, the coordinator sponsored a video series entitled "African-American Entrepreneurs on Location," a 20-segment series profiling business owners that was broadcast over the college's cable television network, which reaches more than 100,000 homes. A simplified, 10 - 12 page "Guide to Starting a Small Business" was developed for the

minority population in the inner city areas who do not have high reading levels or any existing business knowledge.

Jamestown Community College

Jamestown's program was directed toward preparing tribal members of the local Seneca Nation of Indians to open their own businesses. The program, which was run out of the SBDC on the campus, was developed in consultation with the leaders of the Seneca Nation, which also created a loan fund that became accessible to the participants of the JumpStart program. The college's programs combine an intensive Native American Business Training Guide with a series of three- to six-hour workshops that address specific business topics. One additional feature, unique to the Jamestown program, was the establishment of "Circle Lending Meetings," which assisted those who had attended one or more of the JumpStart programs in accessing available loan funds for their businesses.

Participants were recruited through a series of luncheons that introduced the program to the community. The intensive training course, which incorporated Native American culture and practices into the entrepreneurship training, was developed and delivered by a local consultant. Over the two year period of time, the length of the course was reduced from 40 to 18 hours, with the additional topics being addressed through a series of free-standing seminars. The core elements covered in the basic course are: Being a Native American Entrepreneur, Why Businesses Succeed or Fail, Starting a New Business, Managing Your Business, Marketing and Selling Your Product or Service, People Skills in Business, The Business Plan, and Group Dynamics. In the two years of operation, 59 participants went through the course.

In addition, 22 workshops were held on specific business topics, attracting more than 350 people. Topics included Advertising and Promotion for Small Businesses, Determining Market

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Potential, Creative Selling Techniques, Great Customer Service, Hiring the Right People, and Computer Ease. Of special interest was a six-hour workshop on the Business of Arts and Crafts, which enrolled 57 people. In all, 216 hours of programming was offered to the Seneca Nation of Indians, and a total of 497 people attended at least one of the sessions.

Student workbooks were developed for each of the workshops and a comprehensive notebook was compiled for the lengthy Business Ownership Training series. Because of the close relationships forged between the JumpStart program and the Seneca Nation of Indians Economic Development Company, the organization will continue to fund the program with an annual allocation of $20,000. The coordinator also managed to obtain a $40,000 grant from the Appalachian Regional Commission to assist artisans and crafters, and $25,000 from the New York State Department of Transportation to assist Native American certification.

Los Rios Community College District

The Los Rios program, entitled BREW ("Business Resources for Entrepreneurial Women"), is the third JumpStart I program designed for women. The staff at the SBDC developed a 14-module, 50-hour training program that has graduated two classes of 20 women entrepreneurs. Alumnae of the program also receive 10 hours of free consulting with the SBDC staff.

The heart of the course is the 400+ page student manual entitled "Roadmap to Entrepreneurial Success: A Business Planning Guide." It incorporates text, examples, worksheets, sample forms and case studies as means to helping students construct an effective and up-to-date business plan. The curriculum provides in-depth information on subjects usually not covered in business planning texts: extensive coverage of business research and resources, personnel and legal issues (written by an attorney), computer technology and Internet business

resources, development of a marketing strategy, financial statement development, cash management systems, ratio analysis, and inventory management. The manual follows a fictitious business from conception, through research, organization and development to the creation of a completed business plan. One of the final modules brings the students step-by-step through the lending process, including how to choose the right bank and financing scheme, and how to prepare a loan application. A facilitator's guide was drafted to accompany the student manuals.

The coordinator reached out beyond the SBDC contacts to generate additional interest in the program. A marketing presentation about BREW was created using Power Point (a computer-based presentation software package) to inform community organizations about the JumpStart program. The SBDC also opened negotiations with the local Chamber of Commerce to conduct two programs for their members. Finally, they presented the JumpStart curriculum at the 1997 SBDC Conference. The graduates of the charter class conducted a "mini-trade show" to showcase their products and to conduct marketing surveys.

Meridian Community College

The JumpStart program at MCC was designed to recruit, motivate, and train African-American entrepreneurs. It is composed of four separate components that are intended to foster community awareness and recruiting, entrepreneur development, and entrepreneur networking. Over the course of the two-year grant period, nearly 150 people participated in at least one of the workshops, and 26 completed the 15-week Entrepreneur Development Program. Throughout, MCC worked closely with the East Mississippi Development Corporation, a consortium composed of six banks and two power companies, which provided loan capital for participants.

Recruitment was conducted through a three-hour workshop entitled the "Make A Job Workshop." It was billed as "The American Dream — Get Your Piece of It." It was offered six

times during the fall of 1995 and 1996 and attracted 95 participants. The purpose of the workshops is to recruit and motivate entrepreneur prospects for the comprehensive 15-week training course, and to generate word-of-mouth advertising for the program.

For the people who were interested in becoming entrepreneurs but were not ready to enroll in the full program for a variety of reasons, including inadequate basic math and reading skills, MCC established an Entrepreneurship Study Group. These sessions served to motivate and retain potential entrepreneurs, to introduce them to the work done by entrepreneurs, and to give them the chance to bring their basic skills up to speed through the use of a computer-based Job Skills Education Program.

The participants in the 15-week JumpStart Entrepreneur Development Program met twice weekly -- for three hours in the laboratory to learn how to use business control and business planning software (QuickBooks and Success, Inc. were selected), and for three hours in the classroom to acquire the basic knowledge needed to open a business. The coordinator developed manuals for both students and instructors, made use of reprints of profiles of African-American entrepreneurs from Black Enterprise Magazine, gave each student a subscription to the Wall Street Journal and the Mississippi Business Journal for the length of the course, and used The Entrepreneur Magazine Small Business Advisor as a text. The course was held twice -- beginning in January of 1996 and 1997.

Of the 39 students who enrolled in the Entrepreneur Development Program, 26 graduated. At their request, a JumpStart Million Dollar Team was established with the goal of creating a team net worth of $1,000,000 within six years. The team meets monthly in conjunction with the Entrepreneurship Study Group. By August 5, 1997, fifteen of the participants had either opened or expanded their businesses.

Pueblo Community College

Pueblo's program is targeted toward the Hispanic population in Colorado. The coordinator, who is employed by the SBDC, has been working with the Latino Chamber of Commerce to recruit participants and translate the materials into Spanish. The workshops, 14 in all, have been organized into four segments: Basic Entrepreneurial Track, Computer Basics Track, Entrepreneurial Management Track, and Entrepreneurial Financial Track. Student handbooks have been created for each of these segments. A video providing an overview of the entrepreneurship process, and featuring local Latino and Latina business owners, has been developed. Translation into Spanish is underway.

The four entrepreneurial tracks evolved as a means of increasing attendance by offering a coherent approach to entrepreneurial education for people with different levels of experience and, consequently, different needs. The Basic Entrepreneurship Track consists of three workshops, totaling 12 hours: Introduction to Entrepreneurship, Ownership Options, and Legal Issues. Because of the increasingly prominent role computers play in monitoring the status of many businesses, a Computer Basics Track was developed. Its three workshops (also lasting 12 hours) are: Introduction to Computers for Small Businesses, How to Buy a Computer, and Information Management for the Entrepreneur. One of the most consistently mentioned problems for small businesses is a lack of financial knowledge. The Entrepreneurial Financial Track, a two-month program that is divided into Entrepreneurial Financing Options, Financial Management for Entrepreneurs, and Financial Analysis for Entrepreneurs, is geared to help the new and experienced entrepreneur avoid the many obstacles that can arise. Finally, for the entrepreneur who is ready to expand the business by hiring additional staff, an Entrepreneurial Management Track was developed. The 18-hour segment addresses the following topics: Organizing the

Entrepreneurial Team, Hiring the Entrepreneurial Team, Training the Entrepreneurial Team, How to Find More Time, and Payroll and Payroll Taxes.

The most pressing problem mentioned by the coordinator was the difficulty in recruiting students for the courses. Several advertised classes were canceled due to low enrollment. Recruitment had been done through radio advertisements, the college catalog, referrals by community agencies, and marketing brochures that have been displayed in banks and the Chamber of Commerce offices. Efforts are ongoing to increase interest in the classes.

Rochester Community College

RCC focused its program on women. Over the course of the two-year grant, the coordinators devoted most of their time to developing and refining a five-module curriculum, using feedback from a pilot program conducted with experienced business owners. They also sponsored a series of monthly roundtable discussions that encouraged the development of mentoring relationships between experienced business owners and program participants.

During 1995 and 1996, RCC developed a comprehensive curriculum intended to address the needs of women who are either looking for assistance in starting a business or are currently in business and need assistance in the technical aspects of operating their businesses. The five modules include: "Identifying Your Potential as an Entrepreneur," "Preparing Your Entrpereneurial Success Plan," "Writing Your Business Plan," "Accessing Capital" and "Day-to-Day Operations." The three-month program was pilot-tested on twelve experienced business owners during the last quarter of 1996. Based on their feedback, the program was divided into three segments, for women at different stages of business readiness. The first session is to consist of the first two modules, Writing Your Business Plan will be taught separately, and the advanced

course will consist of the final two modules. Women can sign up for any one or all of the sessions, with no prerequisites.

Women were invited to attend monthly roundtable discussions presented by the Minnesota Women's Network for entrepreneurial Training. Roundtable discussions are led by experienced women business owners and focus on a particular business issue each month. The six topics addressed were stress management, growing the business, the power of negotiation, communication the business to the media, managing your image, and publicity. The roundtable discussions served two purposes: they enable existing business owners to share information and foster mentoring relationships between experienced novice owners.

Curricular materials produced included student workbooks and exercises and lesson plans. In the future, RCC will continue to offer the existing program through the Small Business Development Center. It is also making the program available to a neighboring community college. As a supplement, the Internet is being pursued as a delivery mechanism. In addition, the curriculum is being considered as a mechanism for transitioning welfare recipients from government subsidies to self-sufficiency.

Evaluation of JumpStart I

In May, 1997, the Center for the Study of Community Colleges administered a short survey (appendix G) to the eight JumpStart I partners. The purpose of this inquiry was to assess the program's impact. One partner did not respond, but a summary of the findings from the other seven partners indicated that:

Sites and Funding

Four programs were located in Small Business Development Centers, two in college and community development departments, and one in a Resource Center. Although all respondents were satisfied with their location, one person mentioned that alignment with a college academic department would turn the focus more towards students, whereas the SBDC is geared toward community members.

All seven sites received 40 percent or more of their funding from the Kauffman Foundation. Five of the seven received 40 percent or more of their funds from the host institution.

In five of the seven sites, the JumpStart administrator had other college responsibilities.

Students

By far, the college service most accessible to JumpStart students is counseling, with six of the seven so indicating. Academic advising and financial aid are each available at four places, recreational facilities and libraries/resource centers can be used at three sites, child care is offered at two. Four of the seven JumpStart programs are included in collaborative efforts with other collaborative departments or programs. The three not included in these efforts reported that such a move would be beneficial.

BEST COPY AVAILABLE

Participants in JumpStart I were recruited by several means: college catalogues and brochures (6), newspaper and radio advertisements (4), referrals from other college programs (4), and referrals from agencies outside the college (4). Other sources of recruitment involved the present participants recruiting new participants (1), financial institutions (1), and cable TV and news releases (1).

Awareness

How do people hear about JumpStart? Rating the awareness of different groups about the JumpStart programs was interesting. In all seven institutions, the enrolled college students were reported as only minimally aware of the programs, while the college faculty were minimally aware of the program in three places, and at four were mostly aware. In six colleges, other staff and administrators were mostly to extremely aware of the JumpStart I.

The business community, perhaps by definition, was reported as extremely aware. However, when it came to general community residents, four reported to be mostly aware and three, either not aware or minimally aware. The overall level of college involvement is: substantially involved (3), somewhat involved (3), rarely involved (1).

This college survey suggests that two types of activities would boost awareness. Greater publicity -- college newspapers and other media -- could be useful. Also, if the college faculty and staff were more involved, the program might gain in popularity and be of greater value to the participants.

Community Survey

Another survey (appendix H) was administered by CSCC, this time to members of the host community. Of 25 surveys sent out, 15 were returned. Six respondents were consultants, financial planners, and CPAs, four owned their own businesses, three were employed by the Small

Business Administration or a Small Business Development Center; two held bank-related positions; and one was an educator.

When asked how the respondents learned of the program, five reported from the coordinator; four, the SBDC or economic development corporation; and one each -- the college, students, and community members. These people were all involved in various ways; with six respondents reporting that they were instructors or presenters. Membership in an advisory group and consultations with students each netted three responses, while two developed manuals, one observed the program, and one person leased space to a JumpStart graduate.

In the perception of these respondents from the community at large, the program strove to achieve several effects. By far the outcome most regularly reported (by 10 people) was to gain an overview of starting a small business. Three suggested business plan preparation, and two each overcoming obstacles, helping students identify their acumen to start their own businesses, and making students aware of resources. One respondent each suggested either "testing the waters with an idea," learning how to compete in the market, motivating students, or supporting students.

As to JumpStart's overall effectiveness, eight reported the program to be effective, very effective or outstanding. Three participants appeared to find the program helpful and three others said they did not know or it was too soon to tell.

Good news/bad news. Strengths of the programs were seen as the design -- small sessions, interaction, hands-on, and hand-holding (4). Good information and comprehensiveness were indicated by three respondents, resourses (2), and staff/coordinator (1), professional preparation of the curriculum (1), and motivation of students (1). Weaknesses were described as the brevity of the program (2), the lack of help with funding and past credit problems (1), and a

lack of resources and models to draw upon (1). Although two respondents had pointed to the courses' brevity, one said it was too long for some students. Another person felt that the program was limited only to certain groups and it should be available to all. The Center for Entrepreneurial Leadership's (CEL) decision to focus on different ethnic groups or women might have elicited that one reply, but actually the programs did include participants outside the designated groups.

Very few people offered recommendations but these were interesting and supportive. "bring in successful entrepreneurs as speakers" was suggested by three respondents. Three wanted the program to continue and be replicated elsewhere. One each recommended careful screening of clients, careful measurement of outcomes, strong class leadership, an in-class investment club, and an incubator system. Another person suggested that the program should be dynamic and responsive to changes in needs.

In sum, it would seem that most of the programs had some successes but little is known about actual outcomes of the participants. Follow-up surveys are difficult -- often impossible, due to unknown addresses, no desire to reply, etc. Therefore, outside of individual interviews with participants close to the program's termination (what will you be doing next? What did the program do for you? etc.), information about effects is incomplete.

Discussion

Following are a few alternative ways of summarizing and analyzing the JumpStart I programs to determine which should be extended to similar programs outside the system.

Lockstep vs. Free-Standing Programs

JumpStart I partners used both "lock-step" programs, in which all students registered for a set of classes and attended them sequentially, and free-standing modules, wherein students

enrolled in only the individual workshop(s) that they felt were relevant to their needs at the time. The programs were organized as follows:

Primarily Lockstep:	Meridian
	Los Rios Community College district
	Collin County
	Rochester
Primarily Free-Standing Workshops:	
	Pueblo Community College
	Contra Costa College
Combination:	Jamestown
	Community College of Philadelphia

While, in general, the programs centered around a central lock-step type program seemed to be the most active, well-organized, and effective, Jamestown and Contra Costa were strong exceptions. Jamestown's workshops and central training program seemed to be held together by the focus on the interests and cultural strengths of the Native American population. At the other end of the spectrum was Contra Costa's fluid structure, which proved very popular with the many students who enrolled and evaluated the sessions positively. However our impression is that the lock step programs have several advantages.

(1) They are easier to evaluate. How does one measure the impact of one course on the success of a business? How likely are students who have taken one 3-hour seminar to respond to a follow-up survey as compared to those who have spent several months as part of a cohort program?

(2) They create built-in networks. The classes of 20 or 25 people who are in the trenches for weeks together seem to bond and create a natural support group. The people are probably at similar stages of development in their businesses, and can share ideas and experiences. The fact that the graduates of several of these programs suggested the idea of continuing to meet regularly after the courses were finished reinforces the importance of the cohort effect.

(3) The materials produced for the lock-step programs were better developed. The free-standing programs seemed to cover too many bases and were often created by outside people without any knowledge of curriculum development. Most of them amounted to a series of handouts placed in a folder, rather than a coherent package of information with defined goals, thorough information, and exercises that were produced for the lockstep programs.

Scope of the Courses

Most of the programs only made a half-hearted effort to address the concept of "opportunity recognition," because it did not fit with what they wanted to do -- teach people the mechanics of opening a business. Perhaps there should be two (and possibly three) very separate sections of entrepreneurship training that meet the needs of people at different stages in the process. First, for people just toying with the idea of starting a business, multiple-session courses would probably encourage them to do the research and understand the risks of opening a business. The three-hour "overview" or "introductory sessions" offered by most JumpStart I partners did not fit the bill, because they did not allow people to take time to explore ideas. For the most part, people who started these courses were supposed to already have a concept in mind.

Second, for the people who have an idea and want to start a business, the appropriate classes should focus on designing a business plan, lining up finances, and touch on operations that are needed early on (basic accounting, critical legal issues, etc.).

Third, for existing business owners who want to expand, a more advanced course can focus on hiring and management issues. People in the start-up stages are just going to be confused by these issues. Rochester seemed to be moving in the right direction with their three-stage program, although the "Accessing Capital" module belongs with "Writing the Business Plan" and not "Day-to-Day Operations." Most of the programs included too many topics in one course. Although participants may save the materials for reference in the future, more sophisticated issues belong in courses for people with some experience under their belt.

Student Preparation

For several of the JumpStart I partners (Meridian, Pueblo, and Philadelphia), the low academic ability (namely in reading and math) of the students proved to be an obstacle in designing the course materials. Some of the coordinators took the approach of "dumbing down" the material. Others devoted substantial time to shoring up student skills, through ESL courses and computer-based skills programs, before allowing them to take the entrepreneurship courses. Similar scenarios will probably occur in the JumpStart II and III programs, as many of them are directed toward economically disadvantaged individuals who may well not have extensive educational backgrounds. The materials covered in most of these curricula (particularly in the accounting sections) are fairly sophisticated -- and necessarily so -- and it should be recognized that remedial work may need to become a standard part of the entrepreneurship curriculum package for many of these programs.

Publication of Materials

An important objective is the production and dissemination of curricular materials. The partners are very proud of the materials they produced, and each seems eager to produce huge numbers of copies of manuals for distribution -- but for whom and at whose cost is the question

There does not seem to be a point to producing hundreds of manuals (as Salt Lake was about to do) for a class that enrolls 20 at a time, unless agreements are in place with other locations to offer the programs. A more structured curriculum approval process should be instigated under which the partners submit the drafts of materials to CEL for review, and CEL provides them with feedback within a specified period of time. The colleges should retain the final decision as to the content they will offer at their own campuses, but CEL should have final approval for materials that are tested at additional sites or produced on a wider scale.

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
A NON-PROFIT CORPORATION

ARTHUR M. COHEN
FLORENCE B. BRAWER

1749 MANDEVILLE LANE
LOS ANGELES, CALIFORNIA 90049
(310) 208-6088

October 12, 1994

Dear President:

Is your college involved in any way with entrepreneurship training that assists people in starting their own businesses? Should it be?

Under the auspices of the Ewing Marion Kauffman Foundation's Center for Entrepreneurial Leadership (CEL), we are preparing to distribute a Request for Proposals (RFP) for community colleges to develop entrepreneurship training programs. The colleges that express interest will be invited to submit proposals for two-year grants to assist them in building Jump Start Entrepreneurial Education Institutes. Four institutes will be funded; one each directed toward women, African-Americans, Hispanics, and Native Americans.

Please let us know if such an enterprise fits your college's goals and we will send the RFP.

Cordially,

Arthur M. Cohen
President

RESPONSE FORM

JUMP START ENTREPRENEURSHIP EDUCATION INSTITUTES

☐ YES, PLEASE SEND A RFP ☐ NO, WE ARE NOT INTERESTED

COLLEGE NAME: _____

NAME: _____

POSITION/TITLE: _____

ADDRESS: _____

_____

_____

PHONE NUMBER: _____

FAX NUMBER: _____

Please return this form by Monday, November 7, 1994 to:

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
1749 MANDEVILLE LANE
LOS ANGELES, CA 90049

If you have any questions, please call me at (310) 208-6088 or fax (310) 206-8095.

Respectfully,

Arthur M. Cohen
President

JUMP START PROGRAM
REQUEST FOR PROPOSALS

The Ewing Marion Kauffman Foundation's Center for Entrepreneurial Leadership will award up to $90,000 each to four community colleges to develop comprehensive "Jump Start" programs that will provide entrepreneurship education to people for whom it has been minimally available: African-Americans, Native Americans, Hispanics, and women. You are invited to submit a proposal in response to the guidelines described herein.

BACKGROUND

From 1980 - 1988, 17 million new jobs were created in the United States at the same time that Fortune 500 companies lost 3.5 million jobs. In 1990, 500,000 enterprises were founded by newly self-employed entrepreneurs. The explosive startup rates for these businesses, as well as the high failure rate experienced by many of them, has spawned a strong need for entrepreneurship training.

In 1993, the Center for Entrepreneurial Leadership (CEL) commissioned the Center for the Study of Community Colleges (CSCC) to assess the state of entrepreneurship programs at community colleges in urban centers across the country. Because of their appeal to adults wishing to combine work and study, and their strong ties to other community organizations with available capital for businesses, community colleges are in a unique position to provide such training. The CSCC discovered that while many schools offer widely varying programs under the umbrella of entrepreneurship training, they are usually inadequately funded, often run on an ad hoc basis, and have done little follow-up with their students to assess the value of the program's impact in enabling them to open and run a business.

In response to these findings, CEL has established the Jump Start program to encourage community colleges to enhance their current programs and develop new, innovative training in this area. The Jump Start program has two primary goals: to focus on providing entrepreneurship education to people for whom it has been minimally available: African-

Americans, Native Americans, Hispanics and women; and to build a library of exportable curricular materials for use by community colleges.

THE JUMP START INITIATIVE

CEL will award four selected community colleges up to $90,000 each to provide entrepreneurship education for one of the following groups of people: African-Americans, Native Americans, Hispanics, and women. These programs may include short term (one day) workshops; multi-week programs; links to community financial organizations to provide access to loans for capital; and other necessary business start-up materials and expertise. Each institute will collaborate with complementary agencies in its district, and will develop exportable curricular materials targeted to the group with which it is working. An annual meeting, hosted by CEL, will be held for members of the CEL staff, the CSCC staff, and representatives of the partnership colleges to discuss the progress and results of the programs, to share ideas about the curriculum design, and to address any problems that may have arisen in the course of the training.

Two-year contracts, in amounts ranging up to $90,000 to each college, will be awarded to the selected community colleges in Spring 1995. The beginning date for Jump Start programs is September 1995. Each college must provide 50% matching funds for the first year and 100% matching funds for the second year. Thus, a $50,000 award for the two years would require a college match of $37,500 ($12,500 the first year and $25,000 the second), and a $90,000 award would necessitate a college match of $67,500 ($22,500 and $45,000).

PROGRAM TIMETABLE

November 7 - 11, 1994: CSCC to mail out RFPs in response to requests

JANUARY 12, 1995: ALL PROPOSALS MUST BE RECEIVED BY CSCC.

March 3, 1995: Announcement of awards to selected community colleges

Spring, 1995: First annual meeting between CEL, CSCC, and participant colleges (exact date and location to be determined)

SELECTION PROCEDURE

All returned RFPs will be reviewed by a joint panel established by CEL and CSCC who will select the four community colleges to participate. Proposals will not be returned to sender. The panel will jointly discuss the amounts to be awarded to each community college. CEL will make the final decision on the awards

Priority will be given to proposals that include the following:

1. An identified need within the community for entrepreneurship education among one of the four groups specified.
2. A record of success in providing similar training to community members.
3. An ability to identify and address the skills essential to success in entrepreneurship (as distinguished from small business management).
4. An indication of curricular materials to be developed for use in the program that have the portability to be utilized by other colleges.
5. Evidence of relationships formed with community organizations that can offer students access to capital (e.g. SBA micro-loans programs, small business development centers, Chambers of Commerce), businesses; training.
6. Adequacy of additional funding to support the program during the two years of the initiative, and to continue the developed courses beyond the two years.
7. An evaluation plan for judging the success of the program in attracting the students, and a means to measure the percent of students who do actually use the knowledge gained to establish their own businesses.

JUMP START PROPOSAL COVER SHEET

NAME OF ORGANIZATION _____

NAME OF INDIVIDUAL RESPONDING _____

TITLE _____

ADDRESS _____

_____

PHONE NUMBER _____ FAX _____

Please indicate for which of the following groups you are proposing to develop a program (select only one):

____African-Americans ____Native Americans ____Hispanics ____Women

Please respond to all 6 questions on the following pages (appended materials are discouraged). Send <u>two copies</u> of this cover sheet and the responses to:

The Center for the Study of Community Colleges
1749 Mandeville Lane
Los Angeles, CA 90049

All materials must be received by 5:00 p.m. on Thursday, January 12. (If sent by regular mail, proposals need to be postmarked by January 9.)

Please do not call CEL or CSCC. You may write to CSCC or send a fax to Florence B. Brawer at 310-206-8095.

REPORT CONTENT

1. BACKGROUND (3-5 pages)

1a. Please attach a mission statement and description of your community college, including information about community demographics and the student body served.

1b. Please provide any information available from studies done to determine the need for entrepreneurship training in the community.

1c. Describe experiences you have had in administering entrepreneurship training, or similar programs, and the number of students participating in these courses.

2. THE PROPOSED PROGRAM (4-6 pages)

2a. Outline the contents of the proposed program, including topics, session length, materials to be developed, instructors and their qualifications.

2b. Designate college division or area in which Jump Start program will be based.

2c. Indicate persons chiefly responsible for the programs, and their qualifications, other responsibilities, and experience.

2d. Indicate other personnel who will be involved in program, with their qualifications.

2e. Note approximate number of students who will be targeted for participation.

2f. Describe plan for marketing program to potential students.

3. COMMUNITY COLLABORATION (1 page)

3a. Describe relationships your college has established, or plans to establish, with organizations in the community that would be in a position to provide students with access to capital after completion of the training program.

3b. Indicate individuals outside the college who might provide expertise to participants.

4. EVALUATION (1 page)

Provide a brief outline of plans to evaluate the effectiveness of your program.

5. FUNDING (1 page)

5a. Indicate sources of funding that will be used to match the CEL award.

5b. Indicate potential for funding after two-year grant.

6. BUDGET (1 page)

Prepare a separate budget (both personnel and non-personnel items) for each of the two years. Display one column for the Foundation contribution and a parallel column for the college contribution. Include your college's indirect cost rate and policy.

COLLEGE	STATE	CATEGORY
Borough of Manhattan Community College	New York	African-Americans
Bronx Community College	New York	African-Americans
Broome Community College	New York	Women
Burlington County College	New Jersey	Women
Butte Community College	California	Women
Collin County Community College	Texas	Women
Colorado Mountain College	Colorado	Women
Community College of Philadelphia	Pennsylvania	Hispanics
Contra Costa College	California	African-Americans
Corning Community College	New York	Women
Cuyahoga Community College	Ohio	African-Americans
Delta College	Michigan	African-Americans
Dundalk Community College	Maryland	Women
El Centro College	Texas	African-Americans
Fullerton College	California	Women
Greenville Technical College	South Carolina	Women
Guilford Technical Community College	North Carolina	African-Americans
Jamestown Community College	New York	Native Americans
Kalamazoo Valley Community College	Michigan	Women
LaGuardia Community College	New York	Women
Lane Community College	Oregon	Women
Lehigh Carbon Community College	Pennsylvania	Hispanics
Lincoln Land Community College	Illinois	African-Americans
Los Rios Community College District	California	Women
Meridian Community College	Mississippi	African-Americans
Metropolitan Community Colleges	Missouri	African-Americans
Miami-Dade Comm. College - Homestead	Florida	African-Americans
Miami-Dade Comm. College - Liberty City	Florida	African-Americans
Northern New Mexico Community College	New Mexico	Hispanics
Pueblo Community College	Colorado	Hispanics
Richard J. Daley College	Illinois	Women
Rochester Community College	Minnesota	Women
Salish Kootenai College	Montana	Native Americans
Salt Lake City Community College	Utah	Women
San Antonio College	Texas	Women
Santa Barbara City College	California	Hispanics
Southwestern College	California	Women
St. Augustine College	Illinois	Hispanics
Stark Technical College	Ohio	Women
Thomas Nelson Community College	Virginia	African-Americans
Turtle Mountain Community College	North Dakota	Native Americans
Walters State Community College	Tennessee	Women
Westchester Community College	New York	Women
Western Iowa Technical Comm. College	Iowa	Women

JUMP START EVALUATION FORM

SCHOOLNAME:_____ EVALUATOR:_____

CONTACTPERSON_____ CATEGORY:_____

(1b) Demographic study done? ___yes ___no

Size of target population in community:_____

(1c) Experience in offering entrepreunership classes? ___yes ___no

# of years:_____

# of students who have taken the courses(s):_____

(2a) Which of the following topics are to be addressed?

___IDENTIFYING BUSINESS OPPORTUNITIES
___HOW TO CONDUCT A FEASIBILITY ANALYSIS
___BUSINESS FORMATION PROCESS (BUSINESS PLAN)
___HOW TO OBTAIN CAPITAL
___BUSINESS INCORPORATION
___TAXATION & FINANCE
___MARKETING AND ADVERTISING
___OPERATIONS (BUDGETING, INVENTORY, AND PRICING)
___MANAGING PEOPLE AND ORGANIZATIONS
___STRATEGY AND PLANNING
___EMPLOYER/EMPLOYEE RELATIONS
___MOTIVATION TRAINING
___BEHAVIORAL SKILLS (RISK-TAKING, DECISION-MAKING)
___FOSTERING CREATIVITY AND INNOVATION
___COMMON MISTAKES - HOW TO AVOID AND TO LEARN FROM THEM
___OTHER:_____

SUMMARY: Is the program entrepreneurial in nature? ___yes ___no

(2a) Which of the following teaching techniques are to be used?

___LECTURES
___OUTSIDE SPEAKERS
___EXERCISES, ROLE PLAYING (HANDS-ON WORK)
___CASE STUDIES
___VIDEOTAPING
___INDIVIDUAL COUNSELLING

(2a) At what times of the day and week are classes offered?_____

(2a) What are the defined objectives for the program?_____

_____

(2b) In which department is the program based?_____

(2c/d) Do the instructors and other personnel have entrepreneurial experience?
___yes ___no

(2e) What are the projected number of students?_____

(2e) Is any screening done of students to determine readiness? ___yes ___no

(2f) What marketing is to be done to attract students?_____

_____

(3) What outside organizations/individuals will be involved?

_____

(4) What type of evaluation will be done at program's end?_____

_____

(4) What followup will be done to determine if students have applied info they were taught, and at what intervals?_____

_____

(5) What resources are used for CEL matching funds?_____

_____

(5) What outside resources will be available for continued funding?

_____

(6) Amount requested from CEL:

Year 1: $_____ Year 2: $_____

School's indirect cost rate:_____%

OVERALL COMMENTS:_____

_____

_____

CENTER FOR THE STUDY OF COMMUNITY COLLEGES
A NON-PROFIT CORPORATION

ARTHUR M. COHEN
FLORENCE B. BRAWER

1749 MANDEVILLE LANE
LOS ANGELES, CALIFORNIA 90049
(310) 208-6088

March 13, 1995

«Name»
«Title»
«College Name»
«Address1»
«Address2»
«Address3»

Dear «salutation»,

The Center for Entrepreneurial Leadership Inc. of the Ewing Marion Kauffman Foundation has notified the recipients of the awards to establish Jump Start Entrepreneurial Education Institutes.

The projects approved for funding have several characteristics in common: deliverables that could be easily replicated and disseminated; matching funds that were clearly specified; activities with a projected life expectancy beyond the two years of the contract; and a strong level of leadership apparent in both the colleges and the surrounding communities.

Although you did not receive an award, we very much appreciate your submitting a proposal. We will keep you on our list of contacts for further possible initiatives in this area.

Sincerely,

Arthur M. Cohen
President

JUMP START PARTNERSHIP MEETING

APRIL 24-25, 1995

Monday, April 24 (6:30-9:00)

Dinner, Welcome, & Introductions
Michie Slaughter, President, CEL
Marilyn Kourilsky, Vice-President, CEL

Tuesday, April 25, (9:00-3:00)

I. The Scope of Entrepreneurship Training (60 minutes)
Marilyn Kourilsky

II. Presentations by the Jump Start Partnership Recipients (15 minutes each)
William Crawford, Meridian Community College
Irene Dobies, Jamestown Community College
Rita Hogsett Friberg, Pueblo Community College
Jack Gray, Collin County Community College
Ellen Nelson, Rochester Community College
Cynthia Steimle, Los Rios Community College District
Barbara Williams, Contra Costa College
Walter Yakabosky, Community College of Philadelphia

LUNCH BREAK

III. Assessment Process (30 minutes)
Center for the Study of Community Colleges
a. Qualitative measures (workshop evaluations, student screening activities)
b. Quantitative measures (targeted advertising, number of students served)
c. Outcomes (student behaviors, number of business start-ups)
d. Deliverables (manuals, videos, etc.)
e. Quarterly Newsletter (updates from each school)

IV. Group Discussion and Individual Consultations (90 minutes)
Center for the Study of Community Colleges
a. Informal sharing of ideas among participants
b. One-on one meetings with CSCC staff to determine schedule of deliverables